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EXTENSION SERVICE

REVIEW

US DEPARTMENT OF AGRICULTURE * DECEMBER 1965

- The choice was clear
- Why I took advanced work
- Study for work with low income clientele
- Announcements of Scholarships, Fellowships, Winter School, Summer School

**GRADUATE
STUDY**

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

ORVILLE L. FREEMAN
Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service; U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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EDITORIAL

The American people are investing billions upon billions of dollars in education.

How well is the investment paying off?

Here is an answer that I think rings the bell. It is from an address by Director Lowell H. Watts of Colorado entitled "New Dimensions In Extension Education." He says:

"Research has indicated that education has been responsible for approximately half of the increase in economic output in the United States during the past fifty years. The investment we make in education is, therefore, not only a matter of helping individuals but of providing an investment in economic growth for our entire economy. Failure to put knowledge to effective use or failure to use our manpower to its best advantage because of inadequate training or retraining of that manpower will seriously limit the growth potential and rate of achievement of this Nation."—WAL

The Choice Was Clear

by ALLAN D. HALDERMAN
Extension Agricultural Engineer
Arizona

IN MANY WAYS, it would be easier to stay on the job—certainly there are plenty of interesting and challenging things which need to be done. Then why back to classes? Would they really help in dealing with the practical problems which confront an Extension specialist? Why spend the time, money, and effort to move a family to a new location for a year? It takes a lot of doing to make all the arrangements.

Still, there is that feeling that maybe you're getting behind the times. Recent scientific developments in your field have been coming thick and fast. There are new ideas which you're beginning to hear about but don't know whether or not they are anything you can use.

Well then, suppose you just take a little time each day or week to keep up to date? However, you've tried that and somehow, other things take precedence. It takes time to review and examine fundamentals before you can really understand and evaluate a research study or feel competent in the application of a new method of analysis.

But what if you do go back to school? It's been a long time since you took those basic courses. You know the advanced studies will be tough. You'll be up against real competition from younger students.

For me, the choice was clear. As an agricultural engineer working with irrigation, I'm concerned with water from its source to final use in the fields of Arizona. This means I need some knowledge of water resources, water conveyance, hydraulics of irrigation, and soil-water-plant relationships. Each of these is pretty much a separate field of study.

Water resources involves surface and ground-water hydrology, wells, water quality, pumps, and power units. Water conveyance is concerned with canals, structures, pipelines, and farm ditches. Hydraulics of irrigation deals with movement of water over land and into the soil and with sprinkler irrigation. Soil-water-plant relationships are important in determining when to irrigate each crop and how much water to apply. Most of these subjects require some familiarity with statistics and engineering economics—and what about the computer techniques being adopted so widely?

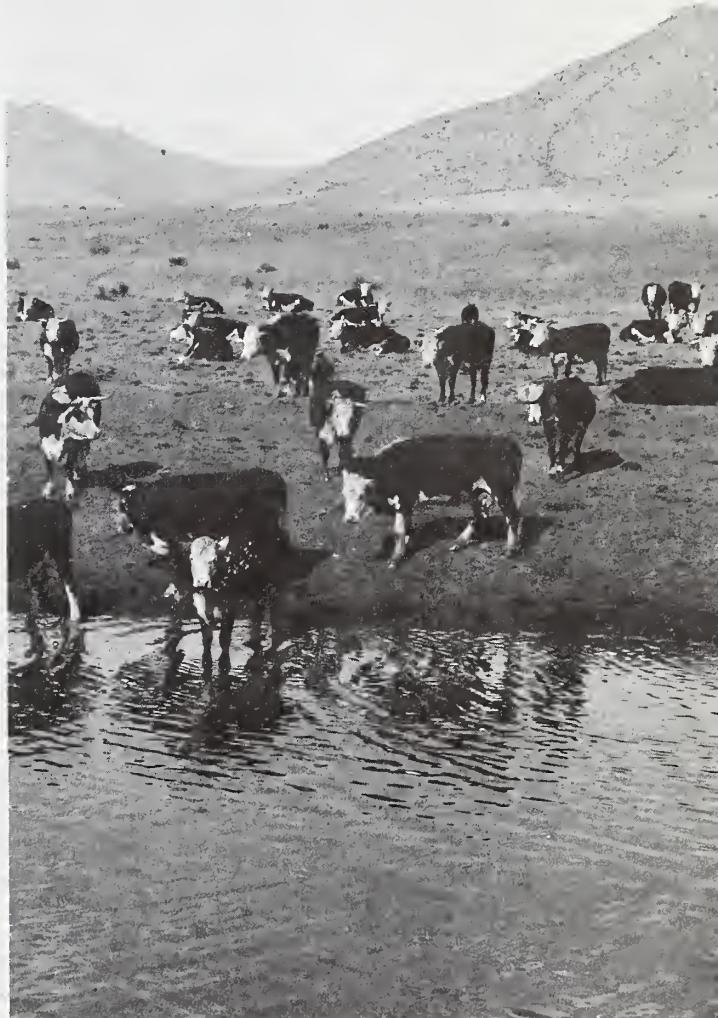
Right or wrong, I decided to try to learn a little more about each of these—a little more about water.

When you reach this point, you look around for the best place to get the training you want. I chose Stanford University because of the leadership of their faculty

in the field of water resources management. (Besides that, the climate is wonderful and we didn't need to buy heavy winter clothes for just one season!)

It took a lot of review that first term—a lot of sweat over assignments, examinations, term papers, and oral reports—but it was fun! One of the exciting things is the exposure to different ideas, concepts, and philosophies—from both faculty and students.

It was well worthwhile. Many times since I've returned, I've used what I learned during the year. Maybe it's in working with a farmer helping him consider engineering and economic factors of a conservation practice. It may be in analyzing the extent of ground-water resources in a given area. The statistics and computer work are helpful in discussing implications of research studies with professional associates. It's difficult to say which subject was the most helpful—they all were and will continue to be. □



Why I Took Advanced Work in Public Affairs

by R. A. MABRY, *Area Extension Director, Kentucky*

THE "explosion" in population and the simultaneous "explosion" in technological advancement are creating problems both social and economic that are new or at least more intense than any the American people have had to face in the past. As each sector of the economy becomes more dependent upon the other and as specialization increases, society will become more and more involved in social and economic regulations and aid.

It is now difficult for an individual "to live alone" or for society to exist as cultural islands. The world is becoming smaller, and as effective geographic boundaries shrink, public and private *decisions are becoming more complex and more group decisions are required.*

Everyone is involved in making public affairs decisions: farmers both large and small; the educated and those with little formal education; tradesmen and specialists; the rich and the poor. If such diverse segments of our society are to establish goals effectively, appraise alternatives and make choices, they must understand and be able to communicate.

Decisions made in the area of public affairs affect all of us to a greater or lesser degree. Because of the increasing interrelatedness of all segments of society it is imperative that public policy decisions be made by an informed public.

The Land-Grant Universities and Cooperative Extension systems were created to extend the horizons of knowledge, and to help people seek new knowledge and values with newly discovered information. We in Extension have the responsibility of helping people apply knowledge in the solution of their social, economic, and technological problems. This is just as true for problems that must be solved through public action as for those requiring only individual initiative.

In public affairs education ours is not the usual objective of getting people to select a certain course of action but instead, the objective should be one of informing those who have a voice in shaping policy, the general public as well as influential leaders. We should try to see that our clientele have information based on fact, rather than on sentiment or tradition, so that they can make well-reasoned decisions.

If we in Extension are to perform the role of informing our clientele on public issues we must be adequately trained to interpret the situation and issues. We must continually be aware that our objective in this area is to educate not indoctrinate.

There were many reasons why I chose to take addi-

tional advanced work in the area of public affairs.

(1) Public affairs education was a relatively new subject matter area for Extension, at least in Kentucky.

(2) My undergraduate training, taken 20 years ago, provided little background for conducting a present-day public affairs educational program.

(3) Recent graduate work for an M.S. degree was in the area of Extension education. This gave me excellent background information for working with individuals and groups, as well as methods for planning and implementing programs. However, there was still a need for further training to gain confidence and competence in conducting an effective program in public affairs education.

(4) The demand by local leaders and clientele groups for additional information concerning public policies and issues had steadily increased.

(5) The broad scope of public affairs and the controversial nature of some of the issues make it imperative that we in Extension have as much knowledge of the subject as possible. It is also important for us to understand some of the possible pitfalls and how to avoid them.

(6) An important advantage of taking advanced work is that it allows one to get away from the regular routine. There is greater opportunity to evaluate what we have been doing.

(7) The study and close association with other professional workers, professors, and students serves to broaden one's outlook and helps provide inspiration and renewed energy for work in the future.

My decision to take advanced work in public affairs was influenced greatly by the trend toward increased social and economic legislation. The demand for information in the broad area of economic development was increasing each year. Also, I attended a district inservice training public policy workshop for county and area Extension workers the previous year. The workshop created a desire for further information. Furthermore, it served to emphasize the opportunity for Extension to perform a greater service for its clientele through public affairs educational programs.

My tenure in the Agricultural Policy Institute at North Carolina State was a full and rewarding experience. I am indebted to the Kellogg Foundation, sponsors of the Institute, for making it financially possible for me to participate. Because of this training I have a much better understanding of what should be included in a public affairs educational program.

However, a successful policy educational program must

be built around issues of interest to the clientele to be served. Upon my return to McCracken County I talked with leaders and Extension planning groups. Interest in information concerning public policy issues was evident. The formation of county and community discussion groups to consider such issues as rural zoning, the farmer and public recreation, factors affecting prices of agricultural products, proposed agricultural legislation and legislation designed to stimulate economic growth were

included in the county Extension plan of work. Plans were also made to develop mass media programs designed to create an awareness of what is involved in public affairs and policy making.

I no longer work directly with lay people in a subject matter area as a County or Area Extension Agent. However, as a result of my experiences at the Institute, I will be in a much better position to help develop public affairs programs in the Louisville Extension Area. □

Increased Competencies Through Advanced Study

HOW MANY TIMES have you wondered which of the many films, filmstrips, and printed materials available for teaching consumer economics are really informative and unbiased? Evaluating teaching materials to find out if they are suitable to help people make intelligent decisions is a big responsibility.

I especially enjoy teaching consumer education and have found many opportunities to include this kind of information in newsletters, news articles, training schools, and individual contacts. And even though homemakers were receptive, I wondered if I were doing the best teaching job possible. So when I learned that a course called *Resources for Consumer Economics* was being taught in summer school at Kansas State University I decided to check further.

Because it is necessary for an Extension home economist to know and understand marketing concepts and terminology if she is to be knowledgeable in the consumer economics field, I also was interested in another course offered at "K" State—*Consumer Marketing and Policies*. But being interested in and actually deciding to undertake advanced study for even such a limited period as 4 weeks are two very different things. With the State Leader's encouragement, I asked for the study leave which enabled me to increase my understanding and update my knowledge of consumer economics.

It was a productive 4 weeks in spite of the typical July weather in Manhattan. The instructors, Dr. Stewart Lee of Geneva College, Pennsylvania, and Dr. Richard Morse of Kansas State, are well known in the consumer economics field. Most of the students were affiliated with Extension, but homemaking teachers, high school business teachers, and a home economist in business also were in the classes. Extension personnel came from Maine to Washington; we talked shop and compared programs over colas at the student union after class.

by ADABELLE SHINABARGER
Home Demonstration Agent
Washington County, New York

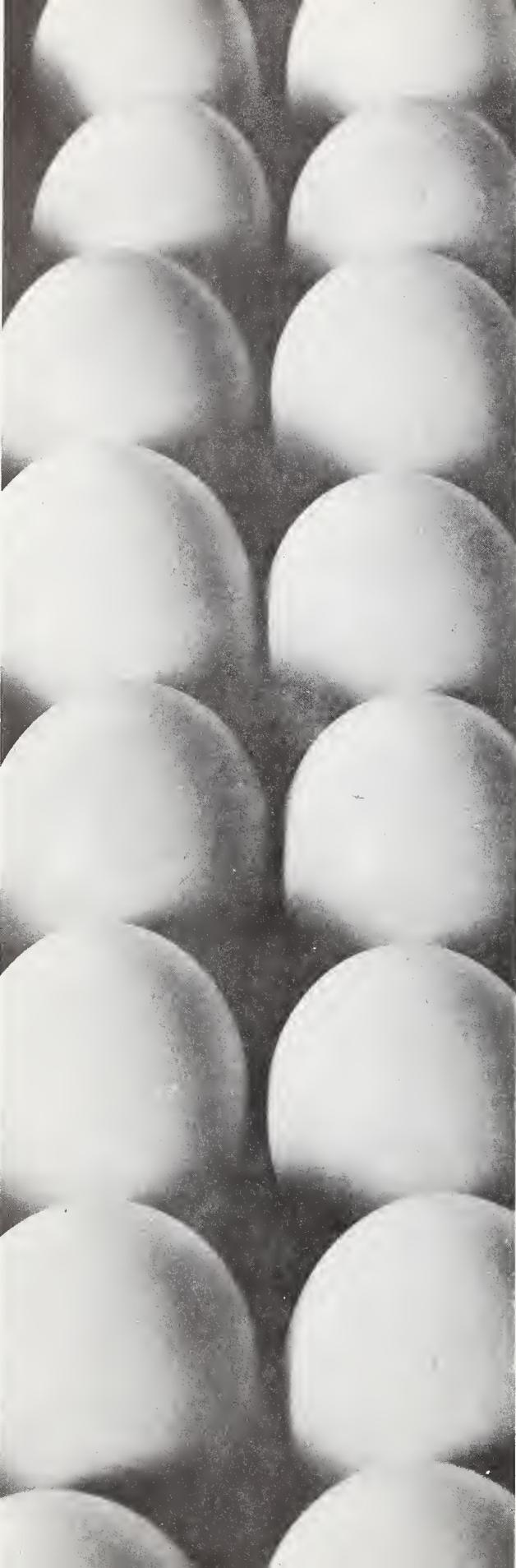
The summer's study increased my understanding of consumer economics and I feel more confident in developing meaningful programs in consumer education. The extensive collection of consumer education resource materials that I compiled has proved valuable. I used the materials as an exhibit when I reported on my study experience at a meeting of the local Home Economics Teachers Association. Those teachers concerned with teaching money management and credit more effectively are eager to use these materials.

I feel I have improved in my ability to identify needs, understand how choices are made, and reach consumers with information they may find useful. This has been particularly helpful in preparing news releases containing consumer education information. Currently, Washington County in cooperation with several neighboring counties, is sending a letter series to young marrieds. My increased ability in identifying needs has helped me in preparing more meaningful letters for this group.

I have become more observant. For example, I am more aware of pending consumer legislation. This undoubtedly is due in part to increased interest in consumer problems, but I think it goes much further. Development of a keen sense of observation has contributed to my personal growth.

Consumer education is an endless job. In this land of plenty we have a variety of ever-changing choices unequaled anywhere. Herein lies the confusion and the need for consumer education. Extension home economists stand a good chance of being in business for a long time by being alert to consumer needs and developing dynamic, effective programs to serve them.

Advanced study prepares one to meet this challenge with additional knowledge, vision, fortitude, and inspiration—ingredients required in any program which is to be effective. □



Become an Expert —And Stay One

by LOUIS H. RUGGLES
*Regional Agricultural Specialist
Massachusetts*

AS POULTRY SPECIALIST for the Northeast Extension Region of Massachusetts, I need two types of confidence—my own confidence in my abilities and the confidence of my clientele. Both were among the rewards of my recent graduate work.

The opportunity for graduate work came when the lay leaders and administrators of the Extension Service responded to a request from agricultural leaders for specialized agents. They created the specialist role through regionalization of commodity programs and then provided the county agents the means to gain the advanced degree work required for these roles. The Department of Agricultural and Food Economics cooperated by setting up convenient classes for the agents. Usually after 3 or 4 years to complete the course work, each agent is allowed a 5-month leave to do a thesis dealing with a problem within his commodity.

My background in poultry husbandry was a good start for a county agent, but today's demands from the commercial poultry industry on the Extension Service turn more to economics. The many and involved production, marketing, and business alternatives available in this area, combined with the professional competence of the producers, makes for complicated questions requiring well-researched answers.

Both the course work and the thesis project which I completed in the Department of Agricultural and Food Economics at the University of Massachusetts prepared me to fill this demand. It made me aware of new problems, new approaches to old problems, and brought

the realization that a head-full of general recommendations answered very few of them.

My plan of work revolves around improving the decision-making abilities of my producers and then supplying them the information with which to make decisions. Vital decisions are being made daily as the Region is expanding in market-egg production, attempting new production techniques, developing new methods to market their eggs, and trying to keep up with their urban neighbors. Important also to the welfare of my producers are the decisions being made by those allied industries supplying their inputs and buying their outputs. These people are not neglected in the Extension program.

The programs are carried out through general poultry meetings, more formal classroom approaches, technical articles, applied research, and a good deal of consulting work, all performed by the agent. It's evident that little of this would be effective without the industry's confidence in their agent.

Back on the job after finishing my thesis, I found myself with renewed enthusiasm. I organized and taught a series of seminars to two groups on decision-making functions and tools. Requests have since come in from participating students for help in partial-budgeting.

It was my thesis project, however, that really got some mileage. It was an evaluation of several egg marketing alternatives available to local producers. So far, it's been the subject for five producer meetings, an article

in our State's poultry Extension publication, an Extension bulletin, and a paper before the Poultry Science Association.

As a result of the thesis and the resulting publicity, I am now considered the "expert" on egg marketing, with continuing requests for consultation from producers and marketing agencies. It provides guidelines for selecting the optimum marketing method for various farm sizes. It, in combination with a fellow specialist's thesis, will help identify the least-cost marketing system to move eggs from the hen house to nearby stores. This will help our producers capitalize on their nearness to markets and remain competitive with other production areas.

A real attraction for graduate work is the opportunity for an Extension worker to come in out of the field and sit down, undisturbed, with a thesis project. Experience will bring forth a well-defined problem of economic importance. Although I was on leave from my Extension duties, the thesis is my best piece of Extension work. Its success and my exposure to other research work have whetted my appetite for continuing some applied research projects.

Also of importance to my future program were the working relationships which I established with the resource people at the University. The results increased my confidence enough so that I plan to remain the "expert" even if it means sweating out another thesis-size project. □

The author helps out while visiting a typical Massachusetts family farm egg-processing room.



SCHOLARSHIPS-FELLOWSHIPS

Scholarships for Communications Training

International Minerals and Chemical Corporation, Old Orchard Road, Skokie, Illinois, will award scholarships of \$200 each to 15 agents in 15 States taking communications courses at regional summer or winter schools in 1967.

The States eligible for this award will be determined at the annual Chicago committee workshop scheduled for early this month.

Announcements will be sent to all men agents in the States designated in early 1966. Applications will be made to the State representative on the Professional Training Committee.

The program is under the supervision of the Professional Training Committee, NACAA. Complete information may be obtained from the chairman, Raymond H. Eilers, County Agricultural Agent, Winner, South Dakota 57580.

NACCA-Sears Roebuck Foundation Scholarship

Members of the National Association of County Club Agents are eligible for graduate scholarships sponsored by Sears Roebuck Foundation. These scholarships are to be used for summer or winter Extension schools or other graduate study. Deadline for applications is January 1, 1966. They may vary from \$100 to \$200.

For further information and applications contact Robert A. Stodola, NACCA Professional Improvement Committee, Box 537, West Bend, Wisconsin 53095.

Grace Frysinger Fellowships

Two Grace Frysinger Fellowships have been established by the National Association of Extension Home Economists to give home agents an opportunity to study and observe

home demonstration work in other States.

The fellowships are \$500 each to cover expenses of 1 month's study. Each State may nominate one candidate. Nominations are due May 1 and selections will be made by the Association.

Applications are handled by the State Association Professional Improvement and Fellowship Chairman in cooperation with State home demonstration leaders. Forms can be secured from the State Chairman or the National Chairman, Mrs. Henrietta Clark, Home Economist, Courthouse, 205 Market, Warrensburg, Missouri 64093.

The University of Chicago-Kellogg Fellowship-Internships in Continuing Education

Five fellowship-internships of \$5,000 each will be available for the 1966-67 academic year for graduate study and service in continuing education at The University of Chicago.

These awards have been established under a grant from the W. K. Kellogg Foundation. Each award has two parts (a fellowship phase and internship) covering a period of 4 consecutive quarters of graduate study and intern training. The fellowship, which carries a total honorarium of \$2,500, provides for full-time study for two quarters. The internship, which carries a total stipend of \$2,500, provides the student with guided work experience in a residential center for continuing education or in a related program. The period of study may begin in either the summer or autumn quarter of 1966.

The kind of person who will find this experience most educative is the relatively inexperienced person who desires to pursue a career in continuing education, possibly in conference management or residential adult education, and who wishes to work

toward a Ph.D. or M.A. degree. Selection will be based on the candidate's academic record and his potentiality for developing his leadership.

Closing date for submission of application is February 15. Persons receiving the awards will be notified in early April. For further information and application blanks, write: William S. Griffith, Chairman, Fellowship-Internship Committee on Continuing Education, Department of Education, University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637.

National Association of Extension Home Economists Fellowship

One fellowship has been established for home demonstration agents by the National Association of Extension Home Economists. This fellowship is for the purpose of professional improvement through advanced study.

The fellowship is \$1,000 and each State may nominate one candidate. Nominations are due May 1. Selections will be made by the Association.

Applications are handled by the State home demonstration leaders. Forms can be secured from your State Chairman or the National Chairman, Mrs. Henrietta Clark, Home Economist, Courthouse, 205 Market, Warrensburg, Mo. 64093.

J. C. Penney Scholarship for Home Economists

An annual scholarship of \$2,000 has been established by the J. C. Penney Company to provide an opportunity for Extension Home Economists who have shown competence and achievement in home economics Extension programs to receive additional professional improvement through graduate study at the Master's or Doctoral level.

The award is contingent upon the following provisions:

- a. That the grant of \$2,000 be used in graduate study aimed at an advanced degree.
- b. That a short, expense-paid trip

to New York follow the study period.

c. That after the training period is completed, a brief report is submitted to the J. C. Penney Company and the National Association of Extension Home Economists.

d. That the study period must be started within 12 months after the award is granted.

e. That the study period should consist of a minimum of 9 months.

f. That final award winners are not eligible to apply again. This does not include applicants who do not receive an award.

Application for this award should be made on the prescribed application form provided to applicants through the State Extension Director's Office.

Farm Foundation Scholarships in Public Agricultural Policy

The Farm Foundation is offering 100 scholarships of \$100 each (25 to each Extension Region) for county agricultural and home agents attending the 1966 Regional Extension Summer School courses in public agricultural policy. Thirty scholarships of \$100 each are available for the 1966 Regional Extension Winter School course in public agricultural policy.

Applications should be made by January 1 for winter school and by March 1 for summer school. They should be sent through the State Director of Extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago, Illinois 60605.

County Agent Study Tour

The Agricultural Chemicals Division of the Dow Chemical Company, Midland, Michigan, is offering 50 Study Tour Scholarships to county agricultural agents. Recipients will be selected on the basis of one per State with minor adjustments being made for NACAA membership in various States.

Scholarships consist of \$300 to each agent, to help cover expenses of a planned 3-week travel tour.

Separate tours are planned in June or July for agents in each Extension Region.

This program is a unique professional training opportunity especially designed to help county agents keep abreast of changes in our dynamic agriculture and find new ideas for use in their own county program. Recipients will take part in a group tour of marketing enterprises, farm operations, agri-business, successful Extension Service programs, and rural development and research projects.

This is an activity of the Professional Training Committee of the NACAA. Applications should be made through the State member of the NACAA Professional Training Committee by March 1. Raymond H. Eilers, County Agricultural Agent, Winner, South Dakota 57580, is National Chairman.

National 4-H Service Committee and Massey-Ferguson Inc. Cooperating with the Federal Extension Service

Six National 4-H Fellowships of \$3,000 each are available to young Extension workers who are former 4-H members. These are for 12 months of study in the USDA under the guidance of FES.

Two of these fellowships are provided by the National 4-H Service Committee, and four by Massey-Ferguson Inc.

Fellows may study at a Washington, D.C., area institution of higher learning or may organize an out-of-school study program.

Fellowships are awarded to young men and women selected from nominations made by State Extension Directors or State 4-H Club Leaders, to the Division of Extension Research and Training, Federal Extension Service, USDA, Washington, D.C. 20250. Applications may be obtained from the State Director of Extension.

The applicant shall not have passed his 32nd birthday on June 1, 1966. Deadline for applications is March 1.

Rockford Map Publishers Graduate Scholarship

Extension Youth Agents working in Minnesota, Wisconsin, Michigan, Illinois, and Pennsylvania are eligible for the \$100 graduate scholarship offered by the Rockford Map Publishers Company. It is for summer or winter Extension schools or travel study or other graduate study. Deadline date for application is January 1, 1966.

For further information contact Robert A. Stodola, NACCA Professional Improvement Committee, Box 537, West Bend, Wisconsin 53095.

National Science Foundation

The National Science Foundation Act of 1950 authorizes and directs the Foundation to award scholarships and graduate fellowships in the mathematical, physical, medical, biological, engineering, and other sciences. The fellowship programs provide support to scientists in programs of study or scientific work designed to meet their individual needs.

Postdoctoral fellowships are also available for study or work in the mathematical, physical, medical, biological, or engineering sciences; anthropology; economics; geography; the history and philosophy of science; linguistics; political science; and sociology. Also included are interdisciplinary areas which are comprised of overlapping fields among two or more sciences.

For information write to the Fellowships Section, National Science Foundation, Washington, D.C. 20550.

National Agricultural Extension Center for Advanced Study

Fellowships are awarded annually on a competitive basis to degree candidates or special students. They are limited to Extension workers in administrative, supervisory, or training positions within the 50 States and Puerto Rico. Others may be considered if their administration strongly recommends them as potential candidates for administrative, supervisory,

or Statewide training responsibilities in the near future. Extension administrators in developing countries may also be considered.

The individual and his institution are expected to contribute financially to the maximum of their resources. Fellowships will be granted to assist in completing the second year requirements for the Ph.D. degree, for out-of-State fee exemption, and for pursuing fundamental research projects in Extension.

Applications for admission to the graduate training program in the Center, including applications for admission to the University of Wisconsin Graduate School for either summer or fall semester of 1966, must be received by March 1.

The Center for Advanced Study is sponsored cooperatively by the Association of State Universities and Land-Grant Colleges, the W. K. Kellogg Foundation, and the University of Wisconsin. Fellowships are also provided by Sears-Roebuck Foundation, S. & H. Foundation, Inc., John Deere Foundation, and General Motors Corporation.

For information write to Dr. S. D. Staniforth, Acting Director, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin 53706.

Michigan State University Graduate Assistantships in Resource Development

The Department of Resource Development, Michigan State University, offers five graduate assistantships to students working on master's degrees. Three research assistantships of \$2,300 and two teaching assistantships of \$2,300 are available. Students devote half their time to departmental research or teaching assignments for 9 months. A maximum of 16 credits (research) or 12 credits (teaching) may be taken each term.

Applications should be submitted before March 1 to the Department of

Resource Development, Unit "E" Wells Hall, Michigan State University, East Lansing, Michigan 48823.

National Agricultural Extension Center for Advanced Study Scholarships in Supervision

Up to 20 scholarships of \$300 each are available for Extension workers enrolled in the 4-week graduate level course in Supervision of Extension Programs. The course is to be offered at the Summer Session at the University of Wisconsin, June 20 to July 15, 1966.

For further information contact Dr. S. D. Staniforth, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin 53706.

Fellowships, Scholarships, and Assistantships in Extension Education

Cornell University: The Department of Rural Sociology has available extension, research, and teaching assistantships paying from \$2,678 to \$3,296 annually plus full waiver of the \$400 tuition. Available only to graduate students majoring in Rural Sociology who are full candidates for a degree.

Contact Dr. Olaf F. Larson, Head, Department of Rural Sociology, New York State College of Agriculture, Cornell University, Ithaca, New York 14850.

University of Wisconsin: A limited number of research assistantships—\$243 per month (for 12 months) plus a waiver of out-of-State tuition. Contact W. T. BJORAKER, Chairman, Department of Agricultural and Extension Education, University of Wisconsin, Madison, Wisconsin 53706.

The Ohio State University: Two research assistantships ranging from \$2,400 to \$3,600. A limited number of University Fellowships on a competitive basis—about \$2,000 each. Application deadline is February 1. Contact Dr. R. W. McCormick, Assistant Director, Ohio Extension Service, 2120 Fyffe Road, The Ohio

State University, Columbus, Ohio 43210.

Washington State University: Edward E. Graff educational grant of \$900 for study in 4-H Club work. Applications due April 1. Contact E. J. Kreizinger, Professor of Agriculture, 5 Wilson Hall, Washington State University, Pullman, Washington 99163.

University of Maryland: Two graduate assistantships in the Department of Agricultural and Extension Education are available to Extension workers interested in pursuing the Master of Science degree in Extension Education. Additional assistantships may become available. Assistantships are for 12 months and pay \$220 per month or \$2,640 for the 12-month period, plus remission of fees which amount to approximately \$500. Application deadline is April 1.

Contact Dr. V. R. Cardozier, Head, Department of Agricultural and Extension Education, University of Maryland, College Park, Maryland 20742.

Sarah Bradley Tyson Memorial Fellowships

The Woman's National Farm and Garden Association offers two \$500 Sarah Bradley Tyson Memorial Fellowships. These fellowships are for women who wish to do advanced study in agriculture, horticulture, and "related professions." The term "related professions" is interpreted to include home economics.

Applications should be made by April 15, 1966, to Miss Violet Higbee, Kingston, Rhode Island 02881.

Farm Foundation Extension Fellowships

This foundation offers fellowships to agricultural Extension workers, giving priority to administrators, including directors, assistant directors, and supervisors. County agents, home demonstration agents, 4-H Club workers, and specialists will also be considered. Staff members of the State Extension Services and USDA are eligible.

Courses of study may be pursued for 1 quarter, 1 semester, or 9 months. The amount will be determined individually on the basis of period of study and need for financial assistance. Maximum grant will be \$4,000 for 9 months' training.

It is suggested that study center in the social sciences and in courses dealing with educational administration and methodology. Emphasis should be on agricultural economics, rural sociology, psychology, political science, and agricultural geography.

The fellowships apply in the following universities and colleges: California, Chicago, Cornell, Harvard, Illinois, Iowa State, Michigan State, Minnesota, North Carolina State, Purdue, and Wisconsin.

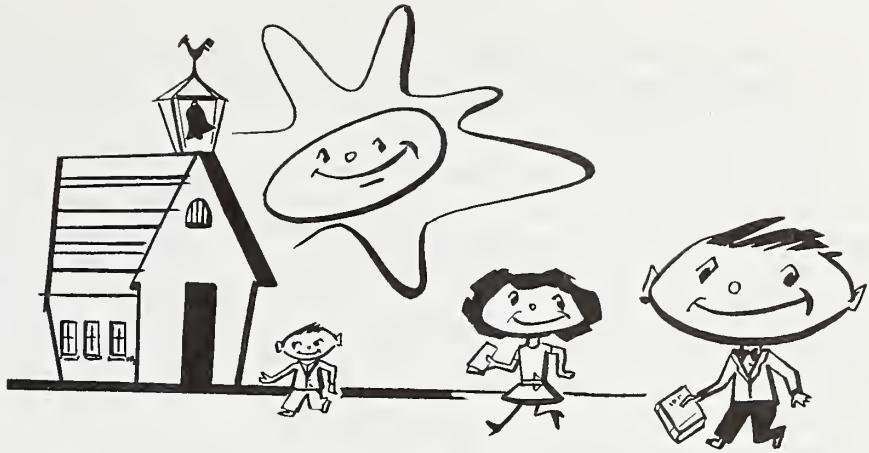
Applications are made through State Directors of Extension to Dr. Joseph Ackerman, Managing Director, Farm Foundation, 600 South Michigan Avenue, Chicago, Illinois 60605.

Forms are available from State Extension Directors. Applications must reach the Farm Foundation by March 1.

Farm Foundation Scholarships for Supervisors

The Farm Foundation will offer 10 scholarships of \$200 each to Extension supervisors enrolling in the 1966 summer supervisory course at Colorado State University. Scholarships will be awarded to no more than one supervisor per State.

Applications should be made by March 1 through the State Director of Extension to Dr. Carl J. Hoffman, Education and Training Officer, Extension Service, Colorado State University, Fort Collins, Colorado 80521.



WORKSHOPS-SCHOOLS

Workshop for Adult Education Administrators

The Department of Education at The University of Chicago is offering a unique opportunity for administrators of university adult education programs in the form of a 3-week workshop at the Center for Continuing Education beginning June 27, and running through July 15, under the direction of Professor William S. Griffith. One of the notable features of this workshop is the breadth of experience represented by the participants who come from Cooperative Extension, general university extension, evening colleges, and other university adult education units.

The exchange of views among members of the workshop group brings about a better understanding of the many and varied aspects of the total field of adult education. Individual study on personal administrative problems will be emphasized, and will be supported by excellent library facilities and a well-informed complement of resident and visiting staff from such areas as university adult education, government agencies, and professional and private organizations which have far-reaching interests in adult learning.

A number of \$300 fellowships are available through a special grant from the Kellogg Foundation for the purpose of supporting those who are

presently engaged in or preparing for work in the field of university conferences and institutes.

Program announcements are available from Wayne B. Ringer, Program Coordinator, Center for Continuing Education, The University of Chicago, 1307 East 60th Street, Chicago, Illinois 60637.

National Extension Workshop in Community Resource Development

The National Extension Workshop in Community Resource Development will be held at Michigan State University, July 11-22, 1966. This is the second consecutive National Community Resource Development Workshop to be held at Michigan State University. The Workshop will consist of seminar sessions on concepts, methodology, content, and the sharing of experiences in Community Resource Development. Nationally recognized consultants as well as participants will be leading the seminar sessions. No formal courses will be offered. The Workshop will be on a non-credit basis.

Additional details relating to costs will be announced later. For additional information, contact Dr. William J. Kimball, Workshop Coordinator, Department of Resource Development, Michigan State University, East Lansing, Michigan 48823.



**National Extension Summer School
Colorado State University
Fort Collins, Colorado
June 13—July 1, 1966**

(Instructors to be announced)

Socioeconomic Factors in Resource Development

Low Socioeconomic Groups

The Changing Role of Extension Specialists

Research Designs for Extension Education

Supervision of Extension Programs

Principles in the Development of Youth Programs

Urban Extension Seminar

Public Relations in Extension Education

Human Behavior in Extension Work

Principles in the Development of Agricultural Policy

Extension Communication

The following course offerings are designed especially for international students or students going into foreign work.

Environmental Barriers to International Teaching and Communication

Development of Extension Programs Abroad

Principles in Development of International Youth Programs

A series of educational dialogues with leaders in American and international adult education will also be offered.

For further information write Dr. Carl J. Hoffman, Director, National Extension Summer School, Colorado State University, Fort Collins, Colorado 80521.

**Fifth Western Regional Extension Winter School
University of Arizona
Tucson, Arizona**

January 31—February 18, 1966

Agricultural Policy (*Dr. Wallace Barr, Ohio*)

Agricultural Marketing (*Dr. Raymond O. P. Farrish, Arizona*)

Philosophy and Principles of Extension Education (*Dr. Marden Broadbent, Utah*)

Audio Visual Aids in Extension Education (*Dr. Raymond L. Klein, Arizona*)

Basic Evaluation Adapted to Extension Teaching (*Mrs. Laurel K. Sabrosky, FES, retired*)

Procedures and Techniques for Working with Groups (*Dr. Courtney B. Cleland, Arizona*)

Farm and Ranch Management (*Dr. Charles Beer, FES*)

For further information write Dr. Kenneth S. Olson, Director, Room 303-H, Agriculture Building, University of Arizona, Tucson, Arizona 85721.



Graduate Study Immediately Useful

*by EUGENE F. DICE
District Extension Agent in
Community Research Development
Michigan*

RESEARCH results obtained during my study leave were directly applied to field situations almost immediately after coming back on the job. This early application was most successful in designing ways of assisting county agents in their work with local groups in Economic Opportunity activities. I sincerely believe that the additional tools, or methods, picked up in this advanced study program will be important aids over a long period of time. The implications have bearing both upon agents as a training function and their publics and groups as an educational device.

I feel that my reasons for wanting to do advanced degree work are the same as the reasons put forth by others. Essentially they are based upon one's assessment of both personal and professional circumstances: the self and the job.

I was, prior to taking time out to go back to school, an agent in an urbanizing county. My job was to work

on nonagricultural problems and programs. While handling some of the urban horticultural programs, I was also working with the total urban, suburban, and rural public on community and resource development problems.

My background for this position was a boyhood on a farm, vocational agriculture in high school, farm management as a bachelor's degree major, and extension education master's major. Both economics and sociology were strong minors at the college level. Thus my college background majors were not directly related with my urban responsibilities, nor for that matter to urban horticulture responsibilities. But the area in which the need for more advanced training seemed evident was two-fold: it involved first the technical subject matter of resource development and the educational methodology of community development (adult education).

It seemed to me while working with both farm and non-farm groups that the best approach was being developed under the Resource Development Program area.

It was possible to obtain the approval of two departments at the University of Michigan for a joint degree in education and conservation. Half the course credits needed for the Doctor of Education degree were in the area of adult education while the other half were in the area of conservation and development of natural resources. The foreign language requirement, of course, was not valued as credit but had to be met. The research project for the dissertation was a conservation subject with educational methods being tested.

The real question which got me going on a research problem was, generally, why is there such a disparity between the technical knowledge of resource experts and the actions of civil and political bodies? (Why for example, do people put up with disease-bearing open sewers in suburbia even after the health and land use experts tell them that their children will get sick?)

Then the next question that followed was: can an educational program be designed which will aid the average citizen in changing his position or stand on an issue important to his community? This led to asking what a stand or position is made up of. From then onward, the process developed into a model like testing soil and recommending fertilizers according to formula.

It was decided that position or stand taken on an issue is made up of a formula consisting of at least five ingredients. Those identified for research are: an ideology, an attitude, a disposition to act, a perception of appropriate action, and a perception of facts. A shortage in any one of these may be the important key in blocking positive action just like the shortage of nitrogen, phosphorus, potash, lime, or water can block growth of a plant even if all others are present in sufficient quantities. Most likely, positive action results from some kind of balance among all five.

A gardener can go to his supplier and ask for fertilizer,

or he may ask for a specific formula like 6-24-12. We reasoned that an agent or specialist has two similar alternatives in preparing materials for his clients. He can provide them with prepared information or with a prepared learning (educational) experience.

If, for example, a project in providing farm-owned recreation for a community is stalled by lack of action, the ingredient of "perception of appropriate action" (knowing what to do and how) may be the most important part of the educational formula. This then, rather than general information on the subject, would guide the agent in planning an educational program.

There are many desirable results of this kind of advanced study. One of the best, from a professional standpoint, is a greater appreciation for the need and opportunity for more effective resource development activities, the great scope of events that shape the destiny of rural agricultural events, and a greater understanding of the complexity of our society. From a subject-matter standpoint, the conservation content is really more development than conservation of resources, and provides a more technical attitude on which to base programs and activities. These technical aspects may now be shared with fellow field workers in county and regional programs. This should result in more effective resource development programs.

Another contribution resulting from the advanced degree program is a better concept of training needs among members of a staff. Resource development, for most field workers, is an unfamiliar field. Reluctance often accompanies the unfamiliar. The need, therefore, is to evaluate the training needs from a standpoint of attitudes and ideologies as well as for perception of facts and how to proceed. The careful planning of a training program following such an evaluation will achieve the dual results of staff time efficiency and attainment of overall objectives in resource development. This has been proven in the involvement of the field staff in Economic Opportunity Act programs in the State. Perception of appropriate action was a prime ingredient planned into the training process that moved the agents into action.

It seems to me that we need to assume a posture in Extension which provides that a portion of total commitment reside in the area of resource development. To do this, a reasonable percentage of the staff will need greater competence in the subject matter of resource development. This, by the same reasoning, calls for more advanced degree work on part of dedicated and able Extension workers. Professionally, we shall find it mandatory to possess high-level competencies, nurture and support imaginative yet practical research and convey knowledge to our various publics through efficient and effective learning experiences. These, I believe, were concrete results of advanced study. □

Advanced Study For Work With Low-Income Clientele

by WANDA A. GOLDEN
Home Demonstration Agent
Wise County, Virginia

THREE ARE MANY REASONS for enrolling in graduate courses. Let us not ignore the fact that an advanced degree is a status symbol. It is definitely a firm step up one's professional ladder.

Intellectual curiosity is another motive. Facts are recited during demonstrations and talks; but these facts are the result of research done by someone else. One of the most rewarding aspects of a graduate program is the introduction to research and research methods.

Advanced study which follows experience in the field is especially meaningful. An awareness exists; this creates a receptive atmosphere for learning. The student is able to take new information and apply it to a past situation.

There is the challenge of mastering subject matter. The ability to speak with authority gives substance to both the educator and her information. Advanced study programs provide an introduction to resources. This is the time to learn who the leaders are in your field; the trends in research; the types of programs underway. This is the time to find out what's going on in your profession—to be in control of the information which passes through your hands.

A period of advanced study gives one the opportunity to listen, read, think, and concentrate on a selected field.

Home management tends to be personal and intangible; therefore, it is not always popular with program planning committees. Many agents do not know how to present management on a down-to-earth level. They may not know the types of information needed nor where to obtain it without a long delay.

Having worked in so-called "depressed areas," I know how much this information is needed. Less than spectacular response to programs convinced me that I must be short on facts and/or technique. These factors, coupled with a real desire to broaden the county Extension program, are the basis for my personal decision to take advanced work at the University of Tennessee.

"Management" denotes the art or act of handling, directing and *being in control*; but, printed and spoken material regarding our low-income population is conspicuous in the use of the terms "helpless, dependent,

weak communications, and *inability to cope*."

Good management procedures are developed as a result of practice in making decisions and choices. This development can evolve only when a family has information about its resources and alternatives. Sensing and seeing success will insure the survival of these practices. Unfortunately, the marginal consumer has little sense of control over his resources. Success is too often measured in the ability to obtain the bare necessities, if that.

Management is inherent in every activity which affects the home, whether it be associated with food, clothing, housing, or family economics. This situation presents both an opportunity and an obligation to the home economist.

The greatest obligation of a county home agent is to reach the people. Organized meetings and workshops reach many but what about the others? How many agents have tried to serve the obvious need of this marginal population and felt frustrated when their programs showed too few results for the amount of time expended? This brings us to other obligations. Know the people; know their needs. More than anything, know what you're talking about and how to talk about it. Good intentions are not enough. This is the greatest argument that can be advanced on behalf of advanced study.

If this sounds more philosophic than practical, perhaps it is meant to. Study beyond the undergraduate level stresses theory. Knowledge of concepts is the key to application of facts and figures.

Study will not spell out a recipe for teaching low-income groups. Rural sociology points out who they are and how they came to be this way. Family relations and psychology courses build an understanding that leads to ease in counseling individuals and working with small groups. Remember, these people are socially isolated. An educator must often seek them out and go to them. Subject-matter courses provide the foundation for actual teaching. Term papers and research reports furnish an exercise in organization, execution, and evaluation.

Advanced study is more than a meter of learning how and what to teach. It's absorbing resource material and knowing how to communicate it. We are endeavoring to assist a special group of consumers; products and programs are constantly changing. Being up to date is a necessity in the field of home management and family economics.

The professional who has been involved in a study program has much to offer fellow workers. In the field of management teaching for low-income groups, she can contribute: (1) Subject matter for agent use, (2) Subject matter information adapted for use by this group of consumers, (3) Resources—books, bulletins, tapes, and speakers, (4) Program outlines and ideas for presentation, (5) A helping hand in training programs, and (6) Cooperation with other agencies.

I believe that Extension programs can, and should, stress: (1) the management aspect of every subject-matter phase; (2) the individual nature of management; one answer will not satisfy the needs of all who ask the same question; (3) reaching audiences of both sexes; every adult should have access to information on credit,

insurance, consumer rights and responsibilities, and decision making that leads to satisfaction of needs; (4) long and short time goals. People who live from week to week are not inclined to plan for an uncertain future. Small successes today create interest in bigger victories tomorrow.□

Technical Revolution in Agriculture Demands Professional Development

by RAY CAVENDER, *Chairman Extension Resource Use Division, Alabama*

A rapidly-changing social and economic environment calls for constant assessment of the needs of the emerging system by public institutions.

Extension has always prided itself on its ability to adjust to serve the educational needs of rural America and the interests of national goals. Meeting this challenge has necessitated shifts in organizational structure, program orientation, and staffing.

Today, Extension faces a new generation of problems. They are concerned with agricultural adjustment and efficient resource use, both human and physical. These problems are largely an outgrowth of the technological revolution in agriculture which is yet to reach its peak. They involve the changing relationships between people and their resources and the more traditional aspects of low productivity. It is the latter area where Extension workers have focused much of their professional development program.

In approaching agricultural adjustment and resource use problems Extension must help people to obtain more complete and efficient use of their total resources. An essential part of adjustment and resource use activities with family farm and ranch units and areawide efforts involve information-gathering projects. Reliable facts which depict the current situation and outlook in terms of opportunities, potentials, and personal desires are the basis for rational decision making.

Encouragement from Director Fred R. Robertson and a personal feeling of inadequacy motivated me to take additional formal study in agricultural adjustment, resource use, and public policy. It was my good fortune to participate in the special 1-year study program at the Agricultural Policy Institute at North Carolina State University, Raleigh. This study gave me a better understanding of the adjustment problems facing people in agriculture, how public policies influence adjustment needs; and techniques for analyzing the forces affecting resource use and incomes in agriculture.

Courses taken emphasized the economics of production, pricing and marketing, public programs affecting agriculture, and how groups influence public policy. A major portion of the work was in the Department of Agricultural Economics. Courses were also taken in Political Science and Rural Sociology.

Why include public policy and sociology in a study program with emphasis on agricultural adjustment and resource use? Public policy may be either a facilitating or restricting factor on the efforts and desires of people to make adjustments in traditional resource use patterns. The ability to interpret and communicate policy implications is vital in providing effective Extension leadership. Likewise, the competence to assist people in understanding the existing leadership and influence structure is helpful in securing maximum support for adjustment programs.

The Extension worker who sees his role as a merchandiser of postal card prescriptions may encounter frustration in a professional development program of the above nature. There are few specific answers where agricultural adjustment and resource use problems are concerned. However, one can acquire a better appreciation for their complexity. And one can develop the ability to make application of economic and social principles, processes, and techniques to problems facing people in agriculture.

I am finding my educational experience extremely helpful as I endeavor to give educational leadership to Extension programs concerned with adjustment and resource use problems of Alabama people. However, personnel with the training to help people integrate information from many disciplines are needed at all levels of the Extension organization. Assisting individuals and groups to formulate and study alternatives to overcome adjustment and resource use problems will become an increasingly important Extension function. Gearing up to provide this kind of leadership is the immediate challenge facing Extension and the professional Extension worker.□

From The Administrator's Desk

You and Your Future

An organization is its people. The future accomplishments of the Extension Service will be determined largely by the abilities of the Extension staff. It is appropriate that we dedicate this issue of the Extension Service Review to the subject of professional improvement.

As I see it, the administration and the staff share a responsibility for professional development—for, after all, the management of the organization has responsibility for maintaining and developing the competency of the organization, and we as individuals have responsibilities for our own personal development.

As we think about our individual professional development, let us be sure to think about the programs of the future. The training we plan and initiate today will only bear fruit in the programs of future years serving the needs of people in the future. We must do our best to anticipate the future role of our organization in the society of the future and the kinds of people that this organization will need. Let us also study our own individual aptitudes and talents to determine where, and with what training we can make our greatest contribution in the future. Within the Extension Service of the future there will be a place for people with many specialized competencies. Current trends indicate higher degrees of

specialization in function and training. Each of us has his own special set of interests and abilities.

As we consider our needs and opportunities for training, let us think about how the two fit together.

As educators we will need high levels of competency in the knowledge to be taught as well as the techniques of teaching—and both are changing—both are areas deserving our attention as we plan our own professional development.

When we consider the wide range of responsibilities of the Extension Service, the many kinds of special roles in which Extension workers serve, and the infinite variabilities in our own talents, it seems obvious that training and educational programs for Extension workers must have infinite flexibility if they are going to adequately serve the individual, the Service, and the American people.

I believe that each of us is the best judge of his own needs and opportunities and should take responsibility for planning his own professional development.

Each of us must constantly grow and develop if he is to make his full contribution and live a rewarding life. To stand still is to fall behind, relatively.—*Lloyd H. Davis*